

OVERVIEW OF NEW YORK STATE HIGH SCHOOL CURRICULUM

The following is a general overview of content most commonly found in the high school curriculum. Its purpose is to give an idea of some of the major concepts and skills addressed and is by no means a comprehensive description of the curriculum. The best resource for curriculum information is the curriculum coordinator or high school principal in the home district.

English/Language Arts

High school English refines the skills of reading, writing, speaking, and listening to a point where they will be functional for adult life. Adult literature of all genres is read and analyzed for style, substance, character development and effective language use. Creative writing experiences continue while formal research reports, reviews, resume writing, and the like prepare students for the situations in which they are likely to use those skills as adults.

Mathematics

High school mathematics is a three-course sequence that integrates the branches of mathematics including the traditional topics of algebra, geometry, and trigonometry, and the additional topics of logic, probability, statistics, and transformational geometry.

The core of the first course is a solid introduction to the principles and techniques of algebra. The relationship between the algebraic representation of a linear relation and its graphic counterpart is developed as well. Geometry is emphasized more in the second and third courses, including the study of transformations in the coordinate plane. Probability and statistics continue to build upon the foundation established in the elementary and middle/junior high grades. A course in calculus is desirable for students planning a career in math, engineering, technology or architecture.

Science

High school students in New York State take a minimum of two courses in science. In-depth study is offered in the traditional disciplines of earth science, biology, chemistry and physics. Courses which combine or transcend traditional courses such as biochemistry, unified science, environmental science, space, and oceanography are becoming commonplace.

Social Studies

In New York State, high school social studies is a four- year, five-course sequence. The first two years or courses emphasize other countries of the world and are designated as *Global Studies*. Content includes the history, culture, geography, economics, and politics of a country or region.

The third year course is U.S. History and Government.

The fourth year includes courses in economics and participation in government. The goal of the economics course is to enable students to function as informed and economically literate citizens in our society and the world. Participation in Government provides experiences in which students apply their knowledge of the principles and practices of government by participating in the process of public policy formation and action.

In all courses, the skills and concepts introduced in the elementary grades are extended and refined. Critical analysis and discussion are instructional strategies commonly employed with high school students.

Health

Health instruction emphasizes developing good health habits that include grooming, nutrition, and the prevention of disease and accidents. The Commissioner's Regulations were recently amended to include instruction specific to HIV/AIDS, alcohol/drug/tobacco abuse, and child abuse. HIV/AIDS instruction focuses on prevention, emphasizing the communicable nature of the disease and the drug abuse connection. Safety education is easily integrated into health instruction.

Time is spent in studying human growth and development and the function of various body systems. The importance of developing a healthy life style is emphasized at this level also.

Visual Arts and Music

Study in the arts provides children throughout the K-12 grades with experiences that enable them to develop skill in expressing ideas through an artistic medium. By performing and analyzing the work of others, children can understand that individual styles are created by using artistic elements in different ways.

Physical Education

Physical fitness and teamwork are emphasized in the physical education curriculum throughout the K-12 experience. Activities involving rhythms, dances, exercise, and games for both individual and group participation are included.

GRADES 9-12

<u>Subject Requirements</u> (public/registered non-public schools)	<u>Units</u>	<u>Instructional Requirements</u> (Yearly Total = 990 hours)
English/Language Arts	2	180 minutes per week
<ul style="list-style-type: none"> - Reading - Writing - Spelling - Speaking/listening 		
Mathematical	2	180 minutes per week
Science	2	180 minutes per week
Social Studies (includes citizenship and patriotism)	[4]	180 minutes per week
<ul style="list-style-type: none"> - Global Studies - American History - Participation in Government - Economics 	2 1 1/2 1/2	
Health (including HIV/AIDS, alcohol/drug/ tobacco abuse, fire/highway/bicycle safety education, child abuse)	1/2	90 minutes per week
Music and/or Visual Arts	1	180 minutes per week
Physical Education	2	90 minutes per week
Electives	3	180 minutes per week

Unit Explanation

1 unit = 180 minutes per week (3 hours) for 1 year

1/2 unit = 90 minutes per week for 1 year

Notes: 1) Library Skills should be taught within the context of subject areas.

2) Bilingual education or English as a second language should be provided where a need is indicated.

3) Although some subjects may be taught in integrated fashion (e.g., science/health), the IHIP must show content taught in each subject.